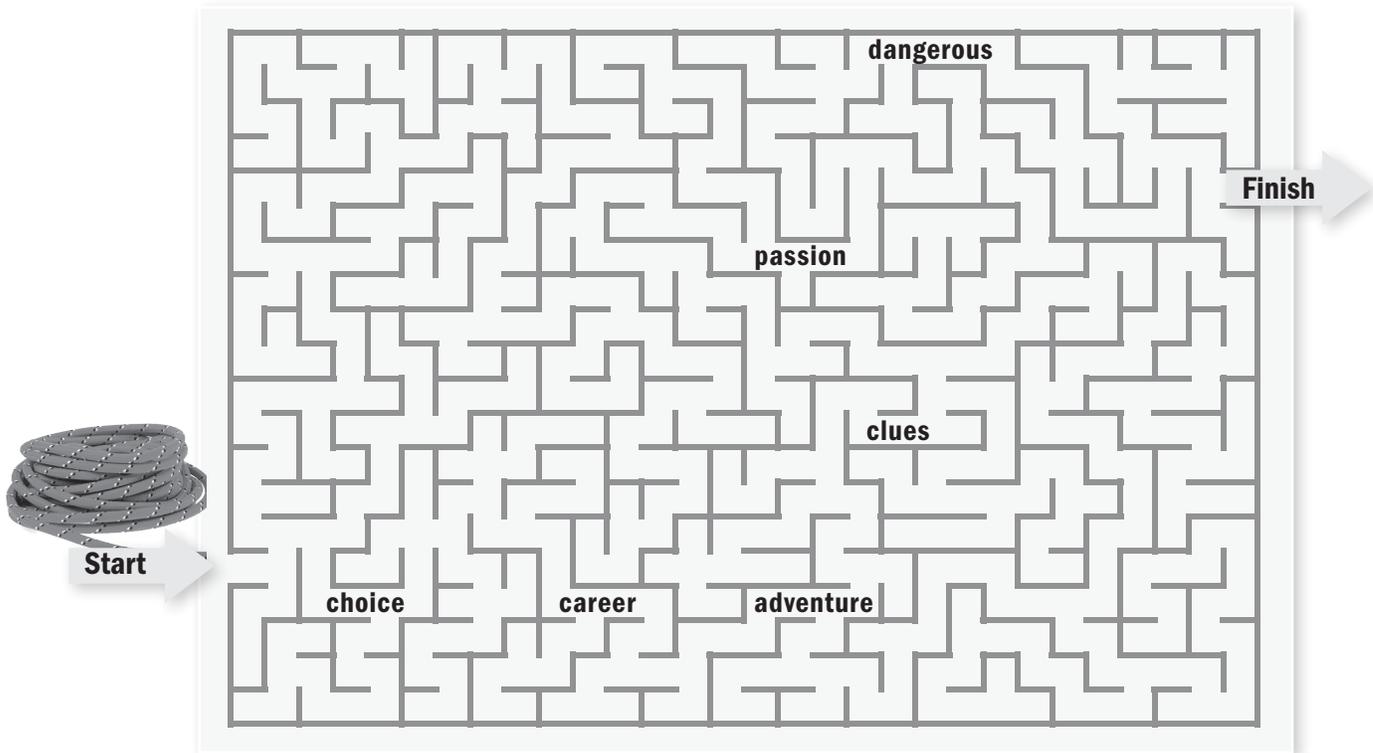


Unit 2

Amazing Jobs

1 Draw. Complete the maze by connecting all the words.



2 Write. Complete the sentences with the words from Activity 1.

1. She loves to cook something new every day. She has a _____ for cooking.
2. Guillermo has been an underwater archaeologist for many years. That's his _____.
3. Would you like to work in an office or in an underwater cave? For me that's an easy _____!
4. We had an amazing _____ in India! Every day we did something different. What a great place!
5. Divers take risks in difficult places. Their job can be _____.
6. We had no _____ to help us find the ancient city ruins.



3 **Write.** Read each sentence and write the profession it describes.

archaeologist researcher

1. This person usually **works** in an **office**. researcher
2. This person usually doesn't **work** outdoors. _____
3. This worker **considers** what is true or false and writes a report. _____
4. This person **studies** history and sometimes finds lost objects. _____
5. This worker **trains** with a team for many weeks. _____
6. This person **works** alone at a computer most of the time. _____
7. Sometimes, this person's **profession** can be **dangerous**. _____

4 **Listen.** Match each speaker to a job from the box. Write the job on the line. 🎧 007

archaeologist diver office worker researcher ROV operator

1. _____
2. _____
3. _____
4. _____
5. _____

5 **Write.** Which profession in Activity 4 is your favourite? Least favourite? Complete the sentences with your own ideas.

1. A/an _____ is my favourite of these jobs because
_____.
2. A/an _____ is my least favourite of these jobs because
_____.
3. I'm not sure about the job of _____ because
_____.

3 Write. Use the words to ask questions.

- 1. he / speak / many languages _____
- 2. you / have / accidents _____
- 3. when / you / usually / work _____
- 4. he / need / interview _____
- 5. where / you / apply for / job _____
- 6. what / he / like / about his job _____

4 Write. Think about these unusual jobs. Imagine the answers to the questions.

1. What does a pet food tester do?

2. What does a dog surfing instructor do?

3. What does a golf ball diver do?



5 Choose one unusual job from this unit. Imagine you have an interview for that career. Ask and answer two questions.

Question: *What do underwater archaeologists do?* _____

Answer: *They study objects and places from the past, under water!* _____

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____



Unlucky Days at Work

¹ When you choose an unusual career, like I did, you don't expect everything to be easy. I'm an underwater archaeologist, and things can go wrong. That's normal. Sometimes an advisor says that we might find bones in a cave, for example, but we arrive and it's empty. That tells me nobody lived there. So now we ask – why didn't anybody live in that cave? In this way we create new research and change a bad situation into something positive.

² When we explore an underwater cave, we work hard. We get up early, check our equipment, and drive for many hours. Then we get out and walk, carrying our heavy ropes and diving equipment. Like most people, we have to follow a schedule carefully. We can't spend too many hours diving.

³ One time we got our measurements wrong. I went down into a cave on a 50-metre rope to check the cave. When I got near the bottom, the rope wasn't long enough. And then I saw that there was almost no water in the cave! I looked very funny with all my expensive diving equipment in a cave with no water! Anyway, underwater archaeology is my passion, and it's better than commuting to an office.

1. Give an example from paragraph 1 of a problem that the author had.

2. How are underwater archaeologists like many people? Give two examples.

3. What is one problem the author describes in paragraph 3?

2 Read the text again. Complete the table for paragraph 1.

Paragraph 1	
Topic Sentence	
Supporting Details	
Concluding Sentence	

3 Think about the information in this unit. You've read about a photographer, a space scientist and an underwater archaeologist. If you agree, tick (✓) the sentence. If you don't agree, change the sentence so that it's true for you.

1. I want to be a professional photographer who works in the Himalayas.

I don't want to be a professional photographer in the Himalayas. OR

I want to be a professional photographer in the Caribbean.

2. Space science costs too much money. We don't need to learn about other planets.

3. Diving in a cave is probably the coolest job in the world.

4. Taking risks for your career is a bad idea.

5. Learning about the past helps us plan our future.

6. Explorers are important because we need to know more about our planet.

GRAMMAR

Possessives: Showing ownership

The camera's lens is broken.	My camera isn't working.
Thomas's dad is a photographer.	Is his mum a photographer, too?
NASA's new space telescope takes great pictures.	Its name is Hubble.
The children's / boys' password is new.	Their new password is 'adventure'.

To show that something belongs to a person or thing, we use these words: *my, your, his, her, its, our, their*.

We can also show possession by adding **'s** to a singular noun or to plural nouns that don't end in **s**: The **diver's** job is interesting. **Women's** passion for diving isn't unusual.

Add only an apostrophe (') to plural nouns that end in **s**: *photographers' cameras*. Add **'s** to words that end in **s**: Mr **Dickens's** house.

1 Listen for the possessives. Circle the word you hear. 🎧 010

1. **Jupiter's** / **Jupiter** moon might have water.
2. The **doctors'** / **doctor** plane is like a flying hospital.
3. Are these **your** / **yours** oxygen tanks?
4. The **photographer's** / **photographer** camera is expensive.
5. All three **researcher** / **researchers'** data needs to be in one report.
6. The bicycle has lost **its** / **his** wheel.
7. Please order three **children** / **children's** meals.

2 Write the possessive form for each noun.

- | | | | |
|---------------|---------------------|------------|-------|
| 1. researcher | <u>researcher's</u> | 5. office | _____ |
| 2. women | _____ | 6. Dickens | _____ |
| 3. bicycle | _____ | 7. puppies | _____ |
| 4. advisors | _____ | 8. house | _____ |

3 Complete the sentences. Use the correct words from the box.

my your his her its our their

1. Would you like to borrow my dictionary?
2. Oh no, _____ flight is late. We'll miss the connection in Madrid.
3. Excuse me, you dropped _____ ticket.
4. The divers carry _____ oxygen tanks.
5. Dr Emily Park has to change _____ schedule this week.
6. His laptop isn't working now, so he has to recharge _____ battery.
7. Tony loves _____ work. He's an underwater photographer.

4 Listen. Then read and tick **T** for *True* and **F** for *False*. Rewrite any false sentences to make them true.  011

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Judy's job is to explore mountains. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Judy finds cool places in Dublin where animals also live. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Street art can change an ugly urban space into a more positive environment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Animals need green spaces in cities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A lot of young people in Dublin go to parks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Judy wants young people to have fun and also experience nature. | <input type="checkbox"/> | <input type="checkbox"/> |
-
-



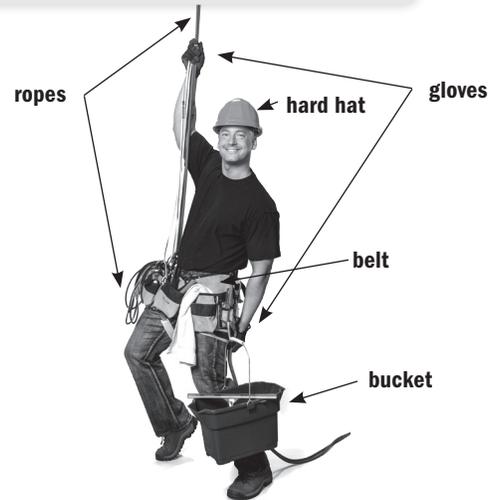
WRITING

When we write good descriptive paragraphs, we want our readers to understand our ideas clearly. So, each paragraph needs a topic sentence, some details, and a concluding sentence.

steeplejack *-n.* a person who climbs tall buildings to clean, paint or repair them

1 Organise.

1. Your task is to write a description of someone's daily routine for an unusual profession. Look through the unit for ideas on unusual jobs or do some research on the Internet. For example, you can write about the steeplejack in the photo.
2. Plan your writing. Your paragraph needs a title and should start with a topic sentence that describes the unusual job. Then, write a few sentences about the daily routine of the person who has this unusual job. Finally, you will need a concluding sentence.



Use the table to help you plan and list the important details of your paragraph. Think about details such as where the person works, what kind of equipment he or she needs to do the job, and what he or she does from day to day.

Title	
Topic Sentence	
Supporting Details	
Concluding Sentence	

2 Write.

1. Go to page 37 in your book. Re-read the model text and the writing prompt.
2. Write your first draft. Check for organisation, punctuation, capitalisation and spelling.
3. Check your final draft. Share it with your teacher and classmates.

Now I can ...

• talk about unusual careers.

Describe one of these unusual careers.



pet food tester

golf ball diver



- Yes, I can!
- I think I can.
- I need more practice.

• use the present simple to ask and answer questions about routines.

Complete the questions and answers with *do* or *does*, and a verb.

My uncle is a fortune cookie writer.

_____ he work every day? Yes, he _____. / No, he _____.

_____ you get cookies from him? Yes, I _____. / No, I _____.

Where _____ he _____ (work)? He _____ at home.



- Yes, I can!
- I think I can.
- I need more practice.

• use possessives to show ownership.

Change the nouns to possessives.

1. (Kenji) Kenji's advisor is a scientist. His advisor is a scientist.

2. (the dog) _____ food is very tasty. _____ food is very tasty.

3. (the men) _____ restaurant is underwater. _____ restaurant is underwater.

- Yes, I can!
- I think I can.
- I need more practice.

• write a description of someone's daily routine.

Title: _____

Topic sentence: _____

Details: _____

Conclusion: _____

- Yes, I can!
- I think I can.
- I need more practice.

YOU DECIDE Choose an activity. Go to page 91.

Units 1–2 Review



1 Read. Choose the word that best completes the sentences.

1. Tammy's brothers and sisters don't like snakes, but she does.

Her mother says that she's ____ in her family.

a. unique

b. similar

c. normal

2. Tim goes to bed at 6 a.m. and wakes up at lunchtime. He works most nights.

He's ____ because most people work during the day.

a. unusual

b. common

c. normal

3. Ivan asks the photographer some questions. He's ____ her for his blog.

a. researching

b. interviewing

c. considering

4. There are lots of parks and outdoor spaces in my city. I like living in

a(n) ____ area.

a. rural

b. urban

c. countryside

5. I love history, so I know what profession I want to study in college. I want to be an ____.

a. architect

b. animal researcher

c. archaeologist

6. Katerina climbs towers and skyscrapers in her work. She ____ every day.

a. takes risks

b. applies for

c. constructs

2 Listen. Match each teenager to a career he or she might like. Write the number on the line.  012

____ a. Steeplejack – travel the country; clean, repair tall buildings

____ b. Dog walker – outdoor spaces and parks; take dogs for walks

____ c. Personal trainer – sports centre; help people keep fit, learn sports

____ d. Underwater photographer – seas around the world; taking photos

____ e. Researcher – home; collect information, interview, write reports

3 Read. Decide which answer (**a, b, c, or d**) best fits each blank space.

A Twenty-first Century Place to Live

My home is in Yangon, the old capital of Myanmar. Yangon (1) _____ city centre is changing fast; (2) _____ old buildings are being replaced by new skyscrapers. People walk on new concrete pavements. The city (3) _____ modern architecture is amazing. There are three new motorways and tall bridges over the river.

Many years ago (4) _____ family bought an apartment on Strand Road, next to the river. We could see boats from every room. Now (5) _____ kitchen only has a view of a new skyscraper. When we sit in our living room, we can see (6) _____ favourite cinema.

- | | | | |
|------------|----------|----------|--------|
| 1. a. 's | b. s' | c. its | d. his |
| 2. a. his | b. 's | c. their | d. its |
| 3. a. his | b. its | c. 's | d. s' |
| 4. a. my | b. his | c. 's | d. her |
| 5. a. our | b. their | c. its | d. s' |
| 6. a. your | b. s' | c. our | d. its |

4 Read the sentences. Circle the correct word.

1. The motorway **don't** / **doesn't** cross the river.
2. **Do** / **Does** children play in the park?
3. Why **don't** / **doesn't** you like working in an office?
4. Maya and her daughter **plans** / **plan** a visit to the water tower.
5. **Does** / **Do** we have any clues about the unusual symbols on that wall?
6. Before Coco can go to live **in** / **on** the jungle, she must learn how to climb.
7. Commuting to the city centre is more tiring **in** / **on** a bicycle.
8. My cousin's profession is unusual. She tests pet food **in** / **on** a scientist's laboratory!
9. Architects design our pavements but they don't think about the people who walk **in** / **on** them.
10. Her brother's friend works **in** / **on** Saudi Arabia as a photographer.